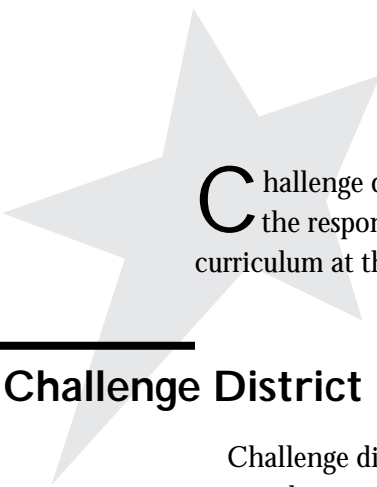


Responsibilities for Implementation



Challenge districts and the Department of Education will share the responsibilities for infusing service-learning into the curriculum at the schools.

Challenge District Responsibilities

Challenge districts should assess their schools to determine the extent that community service and service-learning activities may occur. Each district will need to determine the particular phase of implementation based on the continuum described in this report (page 15).

Per the Challenge Initiative, districts will design and implement a strategy whereby students will enroll in courses which incorporate community service or service-learning projects so that, by the year 2000, 25 percent of the district's schools will be involved in community service or service-learning, and by 2004, 50 percent of all students will participate in at least one course that employs service-learning strategies before graduation from high school. Service-learning experiences for elementary and middle schools are strongly encouraged to prepare students, parents, and community members for high school level service-learning. To ensure the long-term support and success of service-learning, key stakeholders, such as students, parents, teachers, administrators, and community members, need to be actively involved in the design, implementation, and evaluation of service-learning activities.

California Department of Education Responsibilities

The California Department of Education (CDE) will work with the Challenge districts to develop an incremental plan to assist districts so that, by the year 2004, 50 percent of all their students, before graduation from high school, will participate in at least one course that employs service-learning strategies.

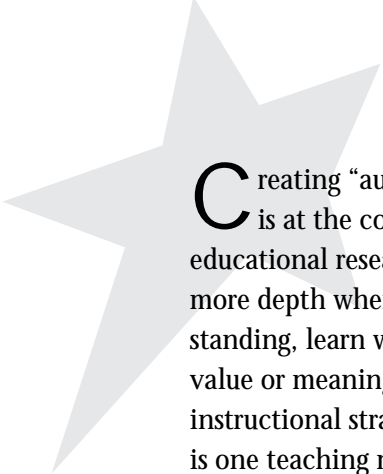
The CDE will identify a variety of strategies for school and districtwide service-learning used in California and throughout the nation.

The CDE will develop a mechanism for sharing resources and information to support the Challenge district involvement in service-learning. Such resources include professional development opportunities through summer institutes, CalServe peer coaches, trained AmeriCorps service-learning coordinators, Regional Youth Service and National Service Networks, vocational student organizations, local and state advisers, and regional and state service-learning conferences. The CDE will also provide information and models of programs that show how schools integrate service-learning into various disciplines, school reforms, and categorical programs and build successful community partnerships.

The CDE will develop a consistent rationale to assist school districts in explaining the service-learning requirement and will support each district in adopting the rationale to be adapted locally, as needed.

The CDE will develop a strategy to educate the public and increase support for the service-learning requirement.

The Nature and Benefits of Service-Learning



Creating “authentic” student work that will promote learning is at the core of effective teaching and learning. Current educational research suggests that students learn better and in more depth when they are allowed to construct their own understanding, learn within a knowledge base, and do work that has value or meaning to themselves and others (Brnat, 1995). The instructional strategy of service-learning (learning through service) is one teaching method available to create this kind of learning experience. Students apply higher-order thinking skills, have the opportunity to work with a diverse group of students, and are more motivated to learn. As American companies begin to replace low-skill jobs with positions that require highly skilled workers, the need for authentic learning opportunities for students will become greater (*Mobilizing for Competitiveness*, 1994). Service-learning is a powerful teaching strategy that provides students with multiple ways to apply and demonstrate learning, to reinforce skills, to develop socially, and to fulfill the scholastic and citizenship mission of public education. In addition to these educational results, service-learning can assist in connecting students to their families and to the community in which they live.

At the local, state, and national levels, service-learning is being recognized as an effective strategy for increasing student learning and promoting schoolwide restructuring. The method has been endorsed nationally, as described in a document jointly signed by Richard Riley (U.S. Secretary of Education) and Eli Segal (former

CEO of the Corporation for National Service) and endorsed by California Superintendent of Public Instruction Delaine Eastin. “No single formula for school improvement will fit every local community’s needs, but innovative service-learning is invariably a key feature of local school success” (Riley and Segal, 1995).

What Is Service-Learning?

The terms *community service* and *service-learning* are often used interchangeably, but they are distinct concepts. A key focus of community service activities is to foster an ethic of civic responsibility. As defined by the National Youth Leadership Council in 1991, community service simply means volunteering done in the community.

When community service is integrated with curriculum standards, it becomes service-learning. Put another way, service-learning is an instructional strategy that uses the power of community service to achieve educational goals. Adding time for reflection on community service activities is often the first step toward transforming community service into service-learning, but more is required to achieve meaningful curriculum integration.

Service-learning capitalizes on the service experience by connecting it to core and elective curricula in the classroom. The service experience provides students and teachers an opportunity to create meaningful learning experiences. The National and Community Service Trust Act of 1993 identifies the following five elements of service-learning; all five must be evident for an activity to be classified as service-learning:

- Students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community.
- The service is done in connection with an elementary school, a secondary school, institutions of higher education, or community service programs and with the community.
- The service helps foster civic responsibility.
- The service is integrated into and enhances the curriculum of the students.
- Time is set aside for students to reflect on the service.

Connections to Other Educational Initiatives

Over the past ten years, there have been many educational initiatives designed to bring about reform that have been spearheaded by the federal and state departments of education. These include the grade-span initiatives, the curriculum frameworks, career pathways, School-to-Work Opportunities Act, and interdisciplinary connections.

Grade-span initiatives: As mentioned earlier, schools and districts are finding that providing service-learning opportunities for students and others is a way of obtaining the powerful teaching and learning results called for in the grade-span initiatives (*Here They Come: Ready or Not!*, *It's Elementary!*, *Caught in the Middle*, and *Second to None*). Service-learning is specifically recommended as an effective instructional strategy in *Second to None*.

Curriculum frameworks: Service-learning also provides support for implementing the thematic approach described in many of the current California curriculum frameworks. In the *Science Framework*, for example, the theme "Patterns of Change" can be used to bring together the science disciplines of biology, chemistry, and physics when students examine transportation issues. When they report their findings on transportation to the city council, students and others achieve the goal stated in the *History–Social Science Framework* of "democratic understanding and civic values." The *Framework* also encourages opportunities for students to participate in school and community service programs and activities.

Interdisciplinary connections: Many educators are exploring ways to make interdisciplinary connections and are incorporating scenario- and project-based teaching methodologies, such as problem-based learning and action-based projects, as ways to make curricular connections. Because service-learning is best designed when these scenario and project elements are included, it can be a powerful way to make these interdisciplinary connections. As described in later sections of this report, service-learning can serve a range of interdisciplinary purposes: It can intensify learning in one discipline or it can make connections between disciplines (academic, vocational, applied, and so forth). The transportation project described briefly in the preceding paragraph could also include a mathematics and language-arts component.

Career pathways: Numerous connections exist between service-learning and the School-to-Work Opportunities (STWO) Act,

which creates an infrastructure to support student transitions from school to high-skill, high-wage careers and/or further education. Paralleling the components of service-learning are the three major components of School-to-Work Opportunities: school-based learning, including interdisciplinary instruction; work-based learning related to a student's career interest; and connecting activities to ensure coordination of work-based and school-based components. Other similarities are found in the partnerships and collaborations formed with business, community, parents, and district or site leadership.

Typical Service-Learning Activities

Service-learning as an instructional method can be incorporated into all disciplines and, therefore, provides a strategy to integrate curricula across the content areas. The following examples demonstrate the wide variety of ways of engaging students, teachers, and community members in service-learning activities.

In an urban **high school**, science classes for limited-English-proficient students study geology, including lessons on earthquakes and plate tectonic theory. The classes visit an office for emergency disaster management to understand the scale of natural disasters. In world history, students study the societal effects of earthquakes and other natural disasters over time. While the students work with staff from the local natural disaster relief agency, they address the community need to raise awareness of earthquake preparedness. Students gather materials for earthquake preparedness kits, using the languages reflected in their community. In the English class, the students work with their teacher and community members to compile and develop information and instructions in both English and Spanish; this project affords an excellent opportunity for students to apply computer knowledge and publication-production skills. The students travel in teams with representatives from the natural disaster relief office to distribute kits to residents in their neighborhoods. Students create and perform presentations to the faculty, school board, and local civic organizations that reflect their knowledge about earthquakes, the importance of preparedness, and the benefits of their experience to the community (Clark, 1993).

A **high school** American democracy class selects the theme of poverty for the semester course. After brainstorming issues related to the theme, students select independent agencies at which they

will volunteer throughout the semester as part of the classroom learning experience. The teacher and staff from the local volunteer center help students to identify service-learning placements that match course standards and community needs with the students' interests. Students volunteer in small groups at after-school tutoring programs, child-care centers, soup kitchens, and food banks in nearby low-income neighborhoods. Throughout the semester, the teacher assigns readings related to the theme. Each student writes a term paper and maintains a journal on her or his volunteer experience, explaining how it relates to the course standards and theme. Each small group of students works with agency staff members to plan, organize, and facilitate a presentation and discussion on the students' service-learning experience in the context of poverty and American democracy.

Middle school students survey their school community to determine the needs associated with a school-beautification project. They hope to build a sense of community pride and improve the physical surroundings of the school and neighborhood. Students in a seventh-grade science class work with their teachers and staff members from local conservation organizations to design, create, and maintain a garden located in a deserted lot in the back of the school. This on-campus community garden consists of native California plants and ecosystems and is used as a focal point for the study of geology, ecology, and agriculture. Staff members from the conservation agency assist the class by providing supplies and educational materials. Through their service experience, students learn valuable lessons in local environmental science, geology, agriculture, and ecology and participate in small-group discussions about other environmental issues that affect them.

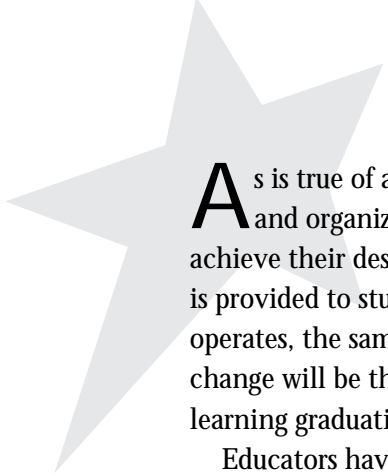
In conjunction with the **middle school** history-social science curriculum, students participate in a six-week project on city planning. Students survey neighborhood needs, visit utility sites around the city, and invite city officials to speak to their classes. As a service project, the students decide to improve services and safety in their school community by designing wheelchair-accessible ramps. Students learn geometry concepts for mathematics as they design the ramps with the assistance of parents, community members, professional architects, and city planners. Their written and oral communication skills are enhanced as they write essays for language arts class that reflect their service-learning experience and their knowledge about the issues of wheelchair accessibility in their own school and community.

As part of its restructuring efforts, an **elementary school** determines that second-grade students are performing below grade level in mathematics. One strategy to address the deficiency is for fifth-grade students to tutor second-grade students in need of help in math both during school and in an after-school latchkey program. The fifth-grade students collaborate with their teacher, the second-grade teachers, and college students enrolled in a teacher education program to design and organize the service-learning experience. They also work with campus personnel, community members, and high school students who are exploring a teacher-preparation career pathway to provide assistance to the after-school program for latchkey students.

The fifth-grade students use their understanding of mathematical skills and concepts to assist younger students on mathematical activities in the computer lab. The tutors maintain a detailed journal that reflects the changes experienced by the second-grade students they tutor. In class, the fifth-grade students role-play situations and discuss mathematical concepts they did not know how to handle. As a class, they brainstorm alternative solutions that will enable them to become better tutors in the future.

In response to a need expressed by community members, an **elementary school** weaves an ongoing service project with the elderly at a nearby senior care facility into the science and social studies curriculum of a fourth-grade class. In science, the students study human anatomy and the aging process; in social studies, the students organize a “fashion show” for their elderly friends, using Native American apparel and jewelry which they study as a part of a California history curriculum. Activities such as reading to their senior friends and transcribing letters to family members reinforce the reading and writing skills of the fourth-grade students. The students also create a video scrapbook that reflects what they experience and accomplish through their service-learning activities.

Designing, Implementing, and Supporting Service-Learning



As is true of any change in educational practice, individuals and organizations must go through a number of phases to achieve their desired goals. Whether it is changing the way lunch is provided to students or changing the way the entire district operates, the same sequence of phases applies. In this case, the change will be the implementation of a high school service-learning graduation requirement.

Educators have learned much about the change process from experiences with the Restructuring Schools Initiative (SB1274) and the grade-span initiatives. These efforts focus on assisting schools and districts in moving through the following phases to implement schoolwide restructuring: vision, stakeholder support, curriculum design, implementation issues, and considerations and evaluation. Each phase should include appropriate staff development based on assessments of ongoing needs and strengths. The following discussion outlines each of these phases and describes relevant issues and considerations. Although transition from one of the phases to another appears to be sequential, a great deal of revisiting prior phases is to be expected. For example, as implementation takes place, educators and others may find that they need to revise their vision and expand the pool of stakeholders.

Vision for Service-Learning

The vision for service-learning is outlined in the *Guide to Challenge School District Reform*. Simply stated, by the year 2004, 50 percent of all districts will include service-learning as a high school graduation requirement. The service-learning experience must comply with the CDE's Content and Performance Standards for Service-Learning. This is an ambitious and impressive challenge. Districts will have two or three years to design and plan for the service-learning high school graduation requirement. During this planning period, administrators and teachers will join students, parents, and community members to customize a well-designed procedure for implementing service-learning in their schools and communities. This plan will include a thoughtfully organized strategy for staff development and evaluation. There should also be a process for creating and supporting school-community collaboration in the context of building a vision, understanding the concept of service-learning, and applying current learning theory.

Stakeholder Support and the Change Process

To ensure long-term success and institutionalization of service-learning, the philosophical acceptance of those that will be directly involved and those affected by the endeavor is critical. This acceptance is important when change involves the way teachers teach, students learn, and schools connect with the community. Below are several suggestions for garnering this essential support. In-service training (for all stakeholders) should include the change process, consensus building, site-based management and leadership, marketing and public relations, and program evaluation.

The change process: Understanding how to manage institutional and organizational change is perhaps the most important factor in achieving educational reform. Over the past decades, one reform effort after another has failed because people have not acknowledged the complexity of change and effectively managed the change process. Michael Fullan has written numerous articles and publications on educational reform and the change process. In his book *Change Forces* (1993), he outlines "Eight Basic Lessons of the New Paradigm of Change":

Lesson One: You Can't Mandate What Matters

Lesson Two: Change Is a Journey, Not a Blueprint

Lesson Three: Problems Are Our Friends

Lesson Four: Vision and Strategic Planning Come Later

Lesson Five: Individualism and Collectivism Must Have Equal Power

Lesson Six: Neither Centralization Nor Decentralization Works

Lesson Seven: Connection with the Wider Environment Is Critical for Success

Lesson Eight: Every Person Is a Change Agent

Changing existing educational practice is always a complex endeavor. When the change requires a major shift in philosophy, the process is even more difficult and requires skillful leadership.

Site-based management: In an effective service-learning partnership, all key stakeholders assume meaningful responsibilities and active roles during the planning, implementation, and evaluation stages. These stakeholders include school-site leadership, district administration, students, teachers, parents, community representatives, college/university colleagues, and business leaders. Each school-community partnership needs to create a strategic plan that describes how service-learning supports schoolwide learning for all students, what community needs will be met, and how the use of this teaching strategy is assessed.

Community preparation and participation: Community members are essential partners in developing high-quality experiences for students. In order to create effective, meaningful service-learning opportunities in the community, representatives from local government and community-based organizations must understand and support the concept of service-learning. This may require orientation sessions or informal meetings with community members on the methodology of service-learning and how working with schools and young people can provide a valuable resource to them. Outreach efforts must present the benefits and rationale for service-learning, acknowledge the needs of the community, and draw the connection between those needs and the ways in which young people engaged in service-learning can help address them.

Parent involvement: Parents are critical partners in the education of their children and should be involved in planning service-learning activities. Parents provide access to multilingual communities, assist with project development, and are able to work side-by-side with their children in carrying out service-learning activi-

ties as well as sharing in the reflection process. Parents can hinder the successful implementation of service-learning simply because they do not understand service-learning as an instructional strategy and have not been involved in developing and planning service-learning activities.

Marketing and public relations: Districts should be proactive and develop local champions. It is important to consider how “service” may be defined differently in different cultures and religions. Service-learning provides positive public relations for youth, schools, and communities. The focus can be on building community, strengthening scholastic achievement through active learning, or developing citizenship. The public must be educated about the benefits of service-learning using research as well as the personal experiences of local students and community members. The media should be informed by updating information every few months. Stories released to the media must be newsworthy and emphasize an event. Chart I, “Service-Learning Results,” developed by the Council of Chief State School Officers, describes some of the positive results service-learning can bring about for students, schools, and communities.

Getting started—assessing what currently exists: Challenge districts should establish a districtwide task group to identify and assess service-learning programs and complementary activities. Examples include kinds of project-based instruction, life-skills courses, and service clubs that have community service activities. This undertaking will do two things: As a staff-development activity, it will raise the awareness of teachers and others, and it will enable the district to identify areas of promising practice and areas of challenge from which to build its service-learning plan. Challenge districts should also contact their Regional Networks for Youth Service and National Service (see page 43) or Volunteer Centers for assistance.

Curriculum Design Options

One of the most challenging aspects of implementing service-learning is designing and adapting curriculum that allows the student to make meaningful connections between learning and their service projects. The teacher, student, and community partner(s) must clearly understand what the student should know and be able to do prior to and as a result of engaging in service-learning activities. Staff development for educators engaged in service-learning should occur in content matrixing techniques,

Chart I. Service-Learning Results

Students	Schools	Communities
<p>Intellectual Development and Academic Learning</p> <ul style="list-style-type: none"> • Basic skills, including expressing ideas, reading, and calculating • Higher-level thinking skills, such as problem solving and critical thinking • Skills and issues specific to service experience • Motivation to learn • Learning skills, including observation, inquiry, and application of knowledge • Insight, judgment, and understanding <p>Personal Growth and Development</p> <ul style="list-style-type: none"> • Self-esteem • Personal efficacy and sense of responsibility • Moral development and reinforced values and beliefs • Exploration of new roles, identities, and interests • Willingness to take risks and accept new challenges <p>Social Growth and Development</p> <ul style="list-style-type: none"> • Social responsibility and concern for others • Political efficacy • Knowledge and exploration of service-related careers • Understanding and appreciation of, and ability to relate to, people from a wide range of backgrounds and life situations 	<ul style="list-style-type: none"> • Paradigm shift - Teachers as coaches and facilitators; students responsible for their own learning • Motivated learners engaged in authentic and significant work • Cooperative learning environment. • Teachers as reflective practitioners engaged in planning, curriculum development, and inquiry • Collaborative decision making among administrators, teachers, parents, students, and community members • Positive, healthy, and caring school climate. • Effective parent/community support and involvement, expanded resources, and support for education 	<ul style="list-style-type: none"> • Valuable service to meet direct human, educational, health, and environmental needs • Schools as resources - Teacher/student teams as researchers and resources in problem solving and community development • Empowerment - School/family/community partnerships assess, plan, and collaborate to meet community needs • Citizenship - Students become active stakeholders in the community • Infusion of innovation towards improving the institutional practices of schools and communities • Understanding and appreciation of diversity across generations, cultures, perspectives, and abilities

Source: Council of Chief State School Officers.

California curriculum frameworks, basic and advanced service-learning theory, use of journals and other reflection strategies, and authentic student assessment.

Curriculum integration: This curriculum-design work proceeds in a logical fashion and must be built on a foundation of well-defined standards or “learning results.” The learning results for a course should be tied to the schoolwide vision and the schoolwide learning results. The teacher or teaching team must determine the type of service-learning activities that the team would like to pursue. The options range from extending a student’s learning by applying what he or she has learned to a community service activity to using service-learning as the preferred instructional strategy, which would include long-term projects through which the student would learn the content. (For examples of these kinds of activities, see page 27, “Examples of Service-Learning Elements in Operation in California.”) The key, however, is allowing students to select the kind of service activity that truly engages them and, at the same time, requiring that the activity produce the desired core curriculum learning results. (See Chart II, “Service-Learning Continuum.”)

Service-learning standards: Presented below are five service-learning content and performance standards. These standards identify the elements necessary for student success in any service-learning activity. Curriculum design teams should refer to these standards and incorporate them into service-learning activities.

1. Students will understand how the needs of the community are identified or, when appropriate, will identify the needs of the community. Based on a demonstrated understanding of these needs, students will actively participate in thoughtfully organized service that addresses the needs identified by the assessment.
2. Students will develop, acquire, and demonstrate curricular knowledge and skills through participation in an integrated service-learning experience.
3. Students will understand the relationship between school and community and the value of school-community partnerships. Students and teachers will work in collaboration with individuals and organizations in the community, when appropriate, to develop and implement meaningful service-learning experiences that reflect their understanding of school and community resources.

Chart II. Service-Learning Continuum

Low Curriculum Infusion High Curriculum Infusion				
Community Service Class	Community Projects	Schoolwide Theme	Instructional Method in Core Curriculum	Schoolwide Infusion
Typically, students spend four days of class each week performing community service and the fifth in ongoing training, reflection, evaluation, and other group activities. Through direct human service activities, such as tutoring, mentoring, companionship, and peer counseling, students often gain an understanding of human psychology, community life, public policy, and government; knowledge of career options; development of social and interpersonal skills and moral values; and an appreciation of diversity. Courses are typically offered for elective credit or for academic credit as a substitute for language arts or social studies requirements.	Students can demonstrate academic knowledge and skills through the development and implementation of a long-term project to benefit the community. This demonstration can serve as an authentic assessment of learning or as part of a student portfolio system which determines graduation. This strategy allows a great deal of student ownership and responsibility, while teachers take on roles as mentors and coaches. Supervision and evaluation usually occur under the guidance of peers, faculty, parents, and/or community members.	Grade levels or schools adopt a theme that is carried out through service-learning activities across classes and grade levels. Students and teachers collaborate in the planning and carrying out of community service projects that are integrated into the curriculum. This approach facilitates interdisciplinary teaching, cooperative learning, and the development of organizational and leadership skills among students.	Service-learning is the pedagogy by which instructional goals in the class, such as an understanding of concepts and theories, are realized. Typically, one intensive group project, such as a product or investigation which makes a significant contribution to the community, serves as the experience around which skills are developed—in one academic area or across several subject areas. This approach is critical to institutionalizing a restructured teaching and learning environment which fosters the development of higher-order thinking and problem-solving skills and high student achievement.	The infusion of service-learning throughout a school demonstrates many of the elements of education reform: As pedagogy, service-learning is an instructional strategy that involves youths as resources (high standards, students as workers responsible for their own learning, teacher as coach, performance-based assessment); as philosophy, service-learning encourages the creation of a caring community of learners that collaborates to improve school culture and governance (site-based management); and as process, service-learning facilitates a communitywide strategy to significantly change and improve the quality of education and the quality of life in the community (school-family-community partnerships).

Source: Council of Chief State School Officers.

4. Students will understand and demonstrate civic responsibility through participation in a service-learning activity which improves the quality of life in the community.
5. Students will understand and explain the significance of their service-learning experience and how applying these skills and knowledge affects them as individuals, their own learning, and the community.

Chart II, “Service-Learning Continuum,” outlines stages of integrating service-learning into the curriculum. Curriculum designers should be aware of this continuum of stages as they design and implement their service-learning curriculum.

Service-learning course: A separate service-learning course has the compelling advantage of a scheduled class time and a coordinator who is responsible for the service and reflection components of service-learning activities. The coordinator can collaborate with other teachers to make sure that the learning is of high quality and meets both core curriculum and service-learning standards. In addition, a service-learning course is readily identifiable to the public. In some cases the service-learning course might be a “life-skills” or “civics” course in which the learning is part of the course itself. The combination of supervised community volunteer experiences and classroom experience in which discussion of key community issues is facilitated by interested teachers can provide students with meaningful learning experiences and benefit the larger community as well. Since it is not clear that volunteer experiences alone achieve the depth of learning that is reflected in the research data, service-learning courses provide a place for intellectual reflection on the volunteer experience.

Career Pathway program: Service-learning activities can also be incorporated into a Career Pathway program for all students. The Career Pathway advisory council and teaching teams responsible for curriculum design decisions should be aware of this instructional option and collaborate with other core curricular disciplines to involve various approaches, such as multidisciplinary, interdisciplinary, integrated, or sequential curricula and vocational student organizations. Programs in which service-learning teaching methods can be used include career academies, career clusters, technical preparation, magnet schools, and youth apprenticeship programs. It is important to remember that nonprofit volunteer experiences offer valuable career-related opportunities and should be included in student career pathway options.

Implementation Issues and Considerations

One advantage of implementing a service-learning strategy is that it can act as a rally point for a number of innovative educational practices. However, there are a number of changes in the way that parents, students, teachers, schools, and communities participate in the learning process. Fundamental to these changes is a shift toward collaboration and shared responsibility and movement away from isolation and fragmented responsibility for student achievement. Effective service-learning requires that teachers talk to each other about the curriculum content and accept shared responsibility for the students they serve. Students interact in new and different ways with each other, their teachers, their parents, and the community as they accept responsibility for a project. In order to actually implement these program changes, those organizing service-learning will face a number of the following implementation issues and considerations. During the initial phase of the change process, staff development should focus on team teaching, cooperative learning, and school-community collaboration.

Phasing in service-learning: The implementation of service-learning can range from short-term, classroom-based, individual student activities to long-term, collaborative, schoolwide community-based projects. Chart III, “Phasing-in Approach to Implementing Service-Learning,” should be used as a road map to implementation. Educators can start the implementation process at any of the stages and, as they feel comfortable, move to more advanced levels. As with most changes that affect the way teachers teach and students learn, it is important not to move at a pace faster than the “learners” (students, teachers, and others) can handle. Success or failure will hinge on the informed participation in and ownership of the changes by these individuals. A certain percentage of the faculty is usually ready, willing, and able to try just about anything new if it makes sense. Getting this group on board is usually an easy step, and it is critical to have these “trail-blazers” demonstrate the possibilities and work out site-specific challenges.

Implementing service-learning either schoolwide or districtwide requires a consensus of the stakeholders. To implement by mandate will, at best, result in short-term compliance and long-term disillusion. The key to effective implementation is to identify current teaching and learning practices that are consistent with service-

Chart III. Phasing-in Approach to Implementing Community Service and Service-Learning

Community Service			Service-Learning			
No Community Service/Service-Learning	Predominantly Community Service	Transition from Community Service to Service-Learning	Service-Learning with Individual Teachers	Service-Learning by Grade or Discipline	Schoolwide Service-Learning	Districtwide Comprehensive Service-Learning
<ul style="list-style-type: none"> Focus on developing clubs that engage more teachers and more students in community activities. Provide in-service training for school and community agency staff on student involvement in the community. Identify possible service opportunities and include representatives in the design process. Begin to develop reflection components to service that is provided. Begin data collection and analysis on the effectiveness of current instructional practice. 	<ul style="list-style-type: none"> Engage more students, teachers, and parents. Develop components for all service activities. Provide in-service training for staff and parents on service-learning. Consider how service-learning opportunities can support the instructional program at the school. Collect data on current teaching and learning strategies that are consistent with service-learning methods. Continue data collection and analysis on the effectiveness of current instructional practice. 	<ul style="list-style-type: none"> Use service-learning as a strategy for teaching curriculum content or skills. Form a subcommittee to consider how service-learning activities can support the school/district vision for what all students should know and be able to do. Provide in-service training for staff, parents, and others on service-learning as a strategy for achieving the school's vision, reform strategies, classroom learning. Include service-learning in the student learning plan. Determine how service will be coordinated to assist teachers and community agency staff. Continue data collection and analysis. 	<ul style="list-style-type: none"> Offer voluntary in-service opportunities for teachers. Share successes and lessons learned with other teachers, administrators, and the community. Plan for student assessment. Support collegial sharing. Begin to plan how service-learning can move from one teacher to the whole school in a planned manner. Collect data and analyze the impact of teacher-teaming on student work. 	<ul style="list-style-type: none"> Identify grade-specific standards that can be learned through service-learning. Provide in-service training for all teachers and parents in that grade or discipline. Continue planning for student assessment. Continue data collection and analysis. Form school-community partnerships. 	<ul style="list-style-type: none"> Develop a sequence for all students to participate in service-learning at the school. Offer students opportunities to take leadership roles in developing and coordinating service projects. Offer in-service training opportunities for parents, all teachers, and other community stakeholders. Incorporate service-learning as part of the school's culture (formally and informally). Continue data collection and analysis. 	<ul style="list-style-type: none"> Develop a sequence for all students to participate in service-learning districtwide. Offer students opportunities to take leadership roles in developing and coordinating service projects. Offer in-service training opportunities for parents, all teachers, and other community stakeholders. Form school-community partnerships. Incorporate service-learning as part of the district's culture (recognition on transcripts, awards, service letters, etc.). Continue data collection and analysis.

Source: CalServe.

learning methods and use these as the foundation for phasing in service-learning.

Staff development: As indicated in the previous sections, teachers and others will need ongoing staff-development opportunities to prepare them for planning and implementing service-learning projects. Service-learning modifies the way teachers teach and requires them to guide and facilitate student-learning when students prepare in class, perform service, and reflect on their experiences in relationship to classroom learning and prior experiences. Staff development opportunities should model this learning cycle as much as possible and should allow the stakeholders the opportunity to experience what the students will experience. (See People and Organizations to Contact in the Resources section.)

Staffing: Although providing the learning component of service-learning is well within the expertise and time limits of teachers, coordinating the service aspects can sometimes be cumbersome. As a result, staffing may be needed initially to assist in the logistics of planning and implementing service-learning projects in the community. Sufficient time is required to provide staff development for teachers and community agencies; to facilitate school-community communication; to develop projects; and to place individual students or groups of students in the community. School-site or district administrators, teachers, parents and community volunteers, AmeriCorps participants, and students can assist in coordination and activity development at the school or district level. AmeriCorps service-learning coordinators, academic mentors, IASA program coordinators, and school reform specialists have proven to be valuable sources of assistance to schools.

Student involvement, leadership, and support: Student involvement and leadership in service-learning develops students' sense of citizenship. A diverse mix of students, including student government officers and other student leaders, can assist in project coordination; recruitment of students and teachers; community and school promotion; record keeping; and so forth. Student leadership also takes place within the classroom, and the inclusive nature of service-learning supports the engagement of all students, especially those who typically are not recognized student leaders. Many student organizations that carry out curriculum-based service-learning also have support systems for student leadership in their affiliations with state and national organizations (e.g., Future Teachers of America, Lions Clubs, other vocational student organizations).

Transportation: It best is to develop projects close to the home and school. If transportation is desired, existing school-community partnerships have been creative in procuring transportation through corporate donations and reduced-fare transit passes. Parents and students are often expected to provide their own transportation. Each district is encouraged to examine existing policies for transportation and not to limit the creativity that emerges with project development.

Liability: Liability should not be an overriding problem given other already-existing activities, such as field trips, Outside Work Experience, Regional Occupational Programs, sports programs and so forth, but it should be considered early on with the assistance of the district counsel. Each Challenge district should order the booklet *Legal Issues for Service-Learning Programs*, by the Nonprofit Risk Management Center in Washington, D.C., to assist in developing risk management strategies for students leaving campus for service projects (Seidman, Tremper, 1994).

Working with community agencies: Forming the working relationships and shared responsibility between schools and community agencies necessary for effective service-learning is, in most cases, a very new and different way of doing business for all involved. Both educators and community representatives must acknowledge and respect both the similarities and the differences between schools and community agencies in mission, objectives, cultures, and language. While schools are in the business of promoting and supporting student learning, the priorities of most nonprofit agencies are to render direct services to their own clients; to provide education and outreach in their fields of expertise; and to generate friends and resources (Batenburg, 1995). In order to match learning goals, student interest, and community needs, it is essential that representatives from the schools and community-based organizations be actively involved in all stages of developing, implementing, and evaluating the service-learning experience. When the roles, responsibilities, and limitations of each stakeholder are clearly defined and articulated and each partner is engaged, it is easier to evaluate progress, resolve problems as they occur, and make revisions as needed. The key to success for any service-learning placement is the relationship between the agency contact and the teacher. They must collaborate and communicate to ensure that the service-learning experience supports both student learning goals and the objectives of the community agency. In successful models, teachers are familiar with the agencies that

students will visit and know what the students' duties are during service activities; and community members have an opportunity to review and contribute to the curriculum and are actively involved in the reflection process after the service-learning experience.

Service-learning opportunities: Challenge district schools are not “mandating volunteerism.” Parents and others should understand that service-learning is an instructional strategy that provides students with the opportunity to apply and to demonstrate classroom learning in a meaningful way. Community involvement is integral to the learning experience. Such preparation and involvement can prevent the lawsuits that have been filed in a few states against schools with community service requirements for graduation. The suits alleged “involuntary servitude” and violation of Thirteenth Amendment rights. To date, the courts have found that requiring service does not violate constitutional or statutory requirements but that service-learning is an educational enterprise with a clear relationship to the citizenship mission of schools (*Herndon v. Chapel Hill*, 1995).

Coordination of categorical and other funding: Challenge district administrators are encouraged to employ service-learning as an effective teaching strategy for all students in achieving goals of school-community partnership development, applied learning, prevention programs, and career exploration and development and as a way to reduce fragmentation or to promote a more coherent educational program at each school. Although the Challenge district service-learning requirements address high school graduation requirements, each Challenge district should develop a comprehensive, coherent districtwide plan to include elementary and middle school activities that prepare students for high school service-learning activities. Service-learning should be incorporated into the local improvement plan associated with the Improving America's Schools Act to allow for the coordination of funding and to provide for the wide variety of student talents and interests.

Evaluation

An ongoing evaluation process is integral to the successful design, support, and implementation of service-learning activities. It can provide evidence of student engagement as well as the effectiveness of the activities in serving the community. Student work produced for a service-learning project can be one focus of

the evaluation for determining student achievement and program effectiveness.

Formative evaluation: Evaluating each service-learning project to determine what has worked and what has not worked will be helpful in improving the quality of the students' experiences and planning for future years. This kind of formative evaluation should be built into the program design from the beginning. Using predetermined criteria, students may evaluate projects as part of their reflection activities. The process known as "cycles of inquiry" is a very useful way of conducting ongoing assessment for continued improvement as well as establishing a valued role for stakeholders (Shawn, 1995). This open-ended process focuses on the collection of data to determine a program's effectiveness. The data may be collected through the examination of student work and through interviews with students, teachers, and others. Another method, known as a "self-directed study," also focuses on engaging the stakeholders in the evaluation process (Shumer and Berkas, 1992). Schools are encouraged to enlist parents and community members as active participants in the evaluation design and in data collection. It is helpful to contract services from a neutral third-party evaluator to assist in the evaluation design and to provide feedback. Typically, 10 percent of the service-learning program costs should be allocated to evaluation. These services can be obtained through in-kind support from district staff, higher education students or professors, or other qualified evaluation staff. If all participants are to be part of the evaluation effort, it is necessary to provide staff development in evaluation design and in data collection focused on the examination of student work for program improvement.

Summative evaluation: Determining the impact of service-learning activities on students, schools, and communities is as important as ongoing formative evaluation. Summative evaluation includes analysis of service-learning effects on (a) participating students' achievement and other academic measures, citizenship, vocational competence, and personal/social indicators; (b) school, teacher, and educational reform; and (c) the community. This type of evaluation will provide the necessary documentation to determine the value of service-learning and to provide a base for continued support for these efforts. There are a number of summative evaluation efforts currently under way at the national, state, and local levels.

Research on Service-Learning



Research on the effectiveness of service-learning comes from a number of areas. The writings of John Dewey and more recent educators have provided a philosophical basis for service-learning. Social scientists describe the benefits to students and communities, and recent developments in cognitive psychology provide evidence which supports the use of this instructional strategy.

Philosophy and objectives: Dan Conrad and Diane Hedin (1989) have published a useful summary of the intellectual genesis of service-learning. Beginning with the work of John Dewey, the authors trace a number of proposals for youth service made in the first half of this century; the major reports by associations, commissions, and researchers published in the 1970s that called for the reintegration of youths into the community; and proposals for youth service and service-learning from the 1980s.

Service-learning objectives: Service-learning is both service in the interest of the community and service in the interest of learning. Both components are essential. The service meets actual community needs, and the service experiences are integrated into the core curriculum so that the participants reflect on the meaning of their service activity. Moreover, service-learning suggests that society views young people not as “passive recipients” or “consumers” of education, but as “competent, capable producers and willing contributors” (Caskey, 1991. See also Newmann and Rutter, 1983, 1986, 1989; Conrad and Hedin, 1987, 1989; Kendall, 1990; *Growing Hope*, 1991.)

Objectives for student participants: As discussed in the literature, the learning objectives relate to the development of intellectual

and creative skills, personal/social development, health/physical development, vocational competence, and citizenship (Pittman, 1992).

Intellectual and creative skill development: Service-learning activities will improve both basic academic competencies and higher-order reasoning skills, such as critical thinking and problem solving; being able to “analyze problems, generate alternatives, and anticipate consequences,” as well as “learning how to learn from experience” (Conrad and Hedin, 1987). Activities that tie service closely to curricula also will improve students’ understanding of specific subjects, such as biology or civics, by helping students see the connection between what they are learning in school and experiences in which they are provided with a real context for acquiring their knowledge and learning.

John Dewey pointed out many years ago that there is a difference between knowledge and learning. Much work has occurred in the area of brain-based learning, and the results are supportive of service-learning. In their book *Making Connections: Teaching and the Human Brain*, Renate and Geoffrey Cain point out that “we acquire knowledge—we learn—by processing experience.” In Principle 5 of their 12 principles of brain-based learning, the Cains state, “We do not simply learn things. What we learn is influenced and organized by emotions and mind-sets based on expectancy, personality biases and prejudices, degree of self-esteem, and the need for social interactions. Emotion and cognition cannot be separated.” Service-learning provides the emotional context for learning—it makes learning real and results in real learning.

Personal/social development: Personal development is seen in terms of students’ maturation; for example, growth in self-esteem and efficacy, self-understanding, autonomy, willingness to accept new challenges and accept responsibility, and perseverance. Service-learning will help students develop more positive attitudes about themselves and their world; take education more seriously (e.g., stay in school rather than drop out); and reduce the “risk” behaviors of drinking, drug use, sexual experimentation, and antisocial behavior, such as vandalism or fighting.

Vocational competence: Some service-learning programs have been specifically designed for students to explore career options and primarily take the form of field education, internships, and cooperative education programs. As described in Furco (1994), research on vocational development is mixed; as students gain

more realistic appraisals of their initial career interests, their interest potentially declines. However, studies have also found that field education students gained knowledge about themselves, about choosing jobs, and about planning for the future and significantly changed their cumulative scores on the Career Maturity Scale (CMI). More research is currently under way to determine vocational development in students involved in service-learning.

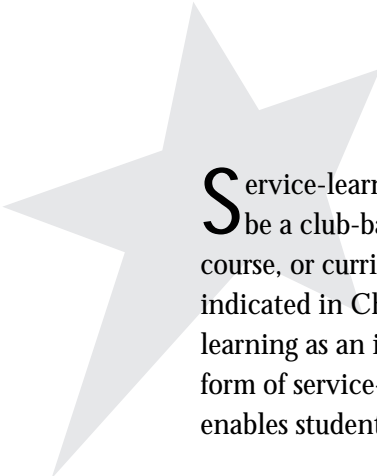
Citizenship: Service-learning activities will advance students' social development, defined as growth in the students' sense of responsibility to their communities, understanding and empathy for others, appreciation of multicultural values, sense of belonging to the larger social institutions of society, and—in most definitions—increased civic participation (see *History–Social Science Framework*, p. 8).

Objectives for educational institutions: Most service-learning activities are centered in schools, “school-based,” with community connections; however, some are sponsored by community organizations, “community-based,” which usually coordinate their activities with cooperating schools. Many teachers, program coordinators, and school administrators believe that service-learning changes schools as well as students. Many view the activities as agents of school restructuring—demonstrating new ways to use time during the school day, improving school climate as students take more responsibility for their own actions, promoting cross-disciplinary and team-teaching efforts, and encouraging students to be active participants in their own learning, with teachers in supportive rather than dominant roles. Nathan and Kielsmeier (1991) have called service-learning the “sleeping giant” of school reform because of its capacity for transforming the way schools view their students. Silcox (1993) argues that service-learning can establish the school as a talent base for the community and in turn give the school access to community, financial, and service resources; allow the school more flexibility to adopt new and more relevant educational activities; and change the way teaching takes place.

Objectives for communities: For the most part, the literature views the community broadly as the diverse service, political, and economic organizations with which all people interact daily and the clients, constituents, customers, and workers of those organizations. In this sense of community, service-learning activities are seen as helping to meet the service needs of individuals and organizations and as providing citizens with services that might not otherwise be

available or affordable. By the same token, community service agencies are seen as benefiting from the energy, ideas, and enthusiasm of youths and as being helped to accomplish their service missions. Many community leaders find that service-learning activities reduce the incidence of problems that affect communities and are widely associated with youths (such as graffiti and other forms of vandalism); help to build intergenerational bridges that improve the image of youths within the community; and, for the youths performing the services, “foster an ethic of commitment to community and a sense of membership in that community” (McPherson, 1989; *Everyone Wins*, 1995).

Examples of Service-Learning Elements in Operation in California



Service-learning can take many forms in a school district. It can be a club-based community service program, a service-learning course, or curriculum-based service-learning in existing courses. As indicated in Chart II, “Service-Learning Continuum,” service-learning as an instructional method in core curriculum is a stronger form of service-learning because its high curriculum infusion enables students to better achieve the goals of service-learning.

Club-Based Community Service Programs

Fountain Valley High School in the Huntington Beach Union High School District requires all student clubs on high school campuses to integrate an academic theme into their service and club activities. For example, the Students and Teachers Opposing Poverty (S.T.O.P.) club focuses its activities on poverty in the community. Future Farmers of America (FFA) students at Lee Junior High School in Woodland use their knowledge of agriculture and plant and soil science to landscape a local Head Start facility. As a follow-up, they provide cross-age tutoring in basic plant science to the children at the facility.

Service-Learning Courses

In the spring of 1988, the superintendent of the San Francisco Unified School District, Ramon Cortines, approached local foundations with an initiative for a youth community service program to be offered in the San Francisco public high schools. The resulting collaboration of several Bay Area foundations and the San Francisco School Volunteers was the Community Studies and Service Program (CSSP).

The core of the CSSP is an 18-week social studies course that encourages students to work with their teachers, classmates, and community leaders to investigate the concerns of their community and develop service projects which address selected issues. Examples of service projects include recycling programs; coordination of food, clothing, and hygiene-product collection for the homeless; renovation of a park for use of nearby residents; and work with groups such as the Special Olympics. Students were also required to complete additional hours of individual service in a nonprofit community-based service agency. To stimulate active community involvement in the future, students are encouraged by the CSSP teacher to think critically about social issues and reflect on their volunteer experience.

Curriculum-Based Service-Learning in Existing Courses

Linking San Francisco, San Francisco Unified School District, and KernServe in Kern County are just three examples of the 38 CalServe school-community partnerships that integrate service-learning projects into various disciplines. While service-learning experiences should incorporate all five elements of the content and performance standards for service-learning, the following examples highlight the connection between service-learning and specific curricular units and areas of special consideration.

In a home economics class, students engage in cross-age teaching about nutrition, self-esteem, family relationships, resource management, and recycling with students in kindergarten through grade six. Based on their understanding of the curriculum, students prepare interactive instructional units and presentations for elementary students.

In foreign language study, students in an advanced Spanish class practice second-language acquisition, writing, and speaking skills while volunteering at local health care facilities and human service agencies in the community that serve primarily Spanish-speaking clients. Students serve as translators and assist clients by helping to complete registration forms and by providing instructions and information. Students create possible television commercials or print advertisements in English and Spanish that detail the services offered by the agency at which they volunteer.

In mathematics, as a lesson in weights and measurements, first-grade students sort large quantities of rice and dry beans into smaller, portion-size bags for a local food bank. In addition to actively using and practicing their mathematical knowledge and skills, students learn that this is a valuable service for the food bank in their community, a program that is primarily staffed by volunteers who are not able to spend the time sorting their donations into individual and family serving sizes. At the end of the service experience, the class creates a group chart that reflects the quantitative data (e.g., weights, measurements, and number of individuals and families served) of their service-learning experience.

In social studies, students in U.S. government classes study American democracy and the importance of citizenship. As part of their classroom experience, students work with community members and parent volunteers to organize a voter registration drive in their neighborhoods and develop and distribute information about the significance of the vote. The students complete a reflective paper that discusses the trends of American voting and includes their own experience with voter registration.

As part of Career Pathways, vocational nursing students in a health course assist a local hospital in organizing and staffing its annual health fair. The students work with hospital staff to identify physicians, monitor the registration process, provide follow-up instructions and information, and practice curricular skills such as taking vital signs, heights, weights, and blood pressure readings. At the completion of their efforts, the students compile a “how-to” document that describes their experience and outlines their tasks for student groups interested in organizing their own health fairs.

In a biology course, a teacher engages in service-learning to provide students with an opportunity to apply scientific principles to relevant topics in the community; members of biology classes participate in a project to restore a salt marsh area. First, students meet with the environmental compliance engineer for the city and

tour the area. Students learn how to collect data to monitor the bird population and to take water samples for chemical analysis of the marshland. These data are collected and reported directly to the water quality control board for the city. Students prepare final papers on these topics, complete with photographs, charts of their findings, and references to scientific journals. They then use this information to design a science unit about the marsh to present to students at a local elementary school. Each student creates a collage of issues about conservation and identifies what young people can do to make a difference. The collages are displayed in the school and in public places in the community to raise environmental awareness.

In an industrial technology course, a class studying construction technology conducts a community needs assessment. As a result of their survey, students design and implement a building restoration project to benefit a local park. Students use resources within both the school and the community, such as the parks and recreation department and local businesses, to assist in their efforts. Students use their curricular skills and knowledge to construct picnic tables, benches, and kiosks for the public park. The students maintain a pictorial journal of “before and after” pictures along with a written description of process of their project and their impact on their community.

In the visual and performing arts, seventh- and eighth-grade band students provide instrumental music lessons to fourth- and fifth-graders from a school in a neighboring community that, because of financial constraints, no longer has a music program. The cross-age tutoring experience enhances the tutors’ understanding of musical concepts and skills. Tutors spend structured time discussing on their service-learning experience and the music theory and techniques that enable them to serve as better tutors to the younger students.

In English and language arts, freshman English students study the concepts of community and select a community issue to research for a term paper. Students practice research and interview skills as they participate in service activities in the community that address the topics they choose to research. In the classroom, students make connections between modern issues addressed by their service experiences and issues faced by characters in books such as *Of Mice and Men*, *A Raisin in the Sun*, and *The House on Mango Street*. Throughout the year, students share stories and write journals and essays relating their service experiences to the literature being studied.

Service-Learning and Special Considerations

In a state as richly diverse as California, each school district has unique characteristics. Service-learning has been demonstrated to work with various regions and student populations. This list is descriptive, not exhaustive.

At Sequoia High School in Sequoia Union High School District, bilingual education students in science classes for limited-English-proficient students study geology, including lessons on earthquakes and plate tectonic theory. The classes visit an office for emergency disaster management to understand the scale of natural disasters. Students use this information to assemble earthquake preparedness kits with written materials in languages used in their community. Applying their understanding of scientific principles, students work with agency representatives to compile information and create instructional materials on the computer in both English and their native languages. The students, along with staff members from the disaster management agency, travel in teams to distribute the kits and information in their own neighborhoods. The students discuss their contributions to the community in small groups and keep journals about their experiences.

In a culturally diverse situation, seventh-grade students from Palo Alto studying Spanish participate in a “Spanish exchange” with native Spanish-speaking third-graders from the neighboring community of East Palo Alto. Students from very different socio-economic and ethnic communities have opportunities to enhance curricular skills and concepts. In addition to practicing oral and written skills, students also learn about each other’s cultures and develop meaningful relationships with new friends.

In an urban setting, eighth- and ninth-grade humanities students participate in peer counseling, peer mentoring, and neighborhood improvement projects as part of an effort to measurably reduce violence and the fear of violence in the school communities of the Northeast School Cluster of Los Angeles and to encourage students to take responsibility for themselves and reinvest in their community. Through outreach to families and community organizations, the service-learning experience forges a bond between students, families, and the community. This bond is demonstrated not only through community action service-learning projects but also by the community support and investment in the neighborhoods of the schools involved in this effort.

Continuation high school students at Olympic High School in Concord are placed in 128-hour internships in public community-based agencies. Students volunteer in a variety of settings, ranging from elementary schools and centers for students with special needs to hospitals, food banks, museums, and community centers throughout Contra Costa County. They return to school once a week to meet with faculty advisers and to complete specific units in a variety of curricular areas, including social studies, science, mathematics, business education, and art that relate to their placement. All students are involved in an English seminar in which they write about their experiences. Students also attend a career education and volunteer ethic seminar, in which they share experiences and develop portfolios for future employment.

In rural areas, such as the Lake Tahoe vicinity, middle school students work with the U.S. Forest Service to conduct an in-depth study of a nearby watershed as part of their science curriculum. The students identify what constitutes a healthy watershed, and with the help of the teachers and volunteer biologists, hydrologists, and environmental engineers, the students synthesize a rehabilitation plan to restore degraded areas of the watershed. The students apply their language arts skills by preparing articles and public service announcements to educate the greater community and to highlight the importance of environmental sensitivity.

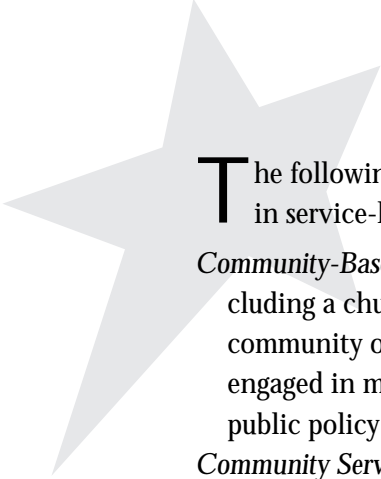
With court and community school students, Project HAWK (Habitat Alliance and Wildlife Keepers) engages Yolo County students in the restoration of Cache Creek through the development of a 30-acre habitat regeneration and environmental learning center. Since the program's inception, students have expanded the term *habitat* to include their classrooms, schools, and community. As a result, student-initiated projects include a three-acre urban garden and learning center and two child care projects (one at Westside School and the other at Woodland Community High School). Students develop their language arts skills through the writing of grant proposals, use technology to produce computer-generated videos, and make presentations to conferences and local agencies.

With special education students in Palo Alto Unified School District, high school students in special education classes apply and reinforce their curricular skills and knowledge while serving local community-based human service agencies and nonprofit organizations in need of extra help. The students practice food-preparation skills while volunteering for a shelter that prepares and provides

meals for the hungry. They practice clerical and office skills by providing extra office support for understaffed nonprofit agencies. Some students practice skills in using tools by working with community-based organizations to assist in building restoration projects in the community.

In restructuring schools, Healthy Start partnerships, and charter schools, service-learning supports a number of schoolwide and program goals. At Oceana High School in the Jefferson Union High School District, service-learning supports restructuring goals by promoting team teaching, the design of interdisciplinary projects, flexible scheduling, and greater teacher involvement in site-based decision making. The Healthy Start initiative at William Penn School in Kern County, with its coordinated services approach, brings services for students and families into the school and involves students in service-learning activities to teach health curriculum content while bringing vital services to the community. In Oakland, the collaborative efforts of the Oakland Unified School District and the East Bay Conservation Corps have resulted in the establishment of a charter school at which service-learning will be a core instructional strategy.

Glossary



The following are terms that are widely used by people involved in service-learning.

Community-Based Agency: A private nonprofit organization (including a church or religious entity) that is representative of a community or a significant segment of a community and is engaged in meeting human, educational, environmental, or public policy community needs.

Community Service: Community service is volunteerism that occurs in the community. The term can cause confusion because it is also associated with court-ordered service as punishment for a crime.

Local Educational Agency (LEA): As defined in the Improving America's Schools Act, 1995, an LEA is "a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools."

Partnership: A partnership is composed of two or more entities that enter into a written agreement specifying the partnership's goals and activities as well as the responsibilities, goals, and activities of each partner with respect to a service-learning program.

Reflection: Research by Diane Hedin and Dan Conrad has established that a critical component of successful service-learning activities is "reflection." In this context the term means using critical thinking skills to review a prior experience to gain an understanding of what was experienced and learned.

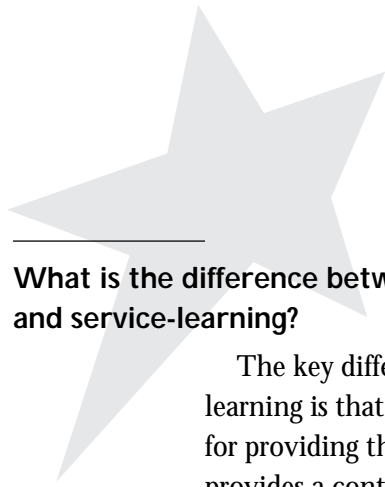
Service-Learning: Service-learning is a method whereby students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community; is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; helps foster civic responsibility; is integrated into and enhances the core curriculum of the students; and provides structured time for the students or participants to reflect on the service experience.

Service-Learning Coordinator: A service-learning coordinator is an individual trained in service-learning who assists in identifying community partners for LEAs; assists in designing and implementing local partnerships' service-learning programs; provides technical assistance and information; facilitates training of teachers; assists local partnerships in planning, developing, and executing service-learning projects; and provides other services for an LEA.

Student Activities: Student activities include all of the events in which students participate that foster their personal, social, or scholastic development, whether or not the events occur at school or are related to the curriculum. Among these activities are the school athletic program, community parks and recreation programs, youth clubs and organizations, on-campus interest groups, library programs, class and school organizations, and other agencies that contribute to youth development. All such experiences enrich an individual's life and, it is hoped, contribute to leadership, social and communication skills, organizational abilities, and citizenship development.

Volunteerism: Volunteerism means performing some formal service for others or for one's community without receiving any external rewards. Such programs may or may not involve structured training and reflection.

Questions and Answers



What is the difference between community service and service-learning?

The key difference between community service and service-learning is that the latter is an instructional strategy. A key reason for providing the “service” component in service-learning is that it provides a context for learning. Community service activities are not necessarily tied to the curriculum and, therefore, are often viewed as extracurricular.

Should the student learning plan include service-learning?

Yes, including service-learning in the student learning plan will help the student and parent make the most out of this graduation requirement.

How will the service-learning requirement affect a student’s employment opportunities and chances of being admitted to colleges and universities?

More and more employers, colleges, and universities are looking for students who have demonstrated experience in leadership and service activities. In addition to improving learning, service-learning can provide students with a real edge when it comes to developing these kinds of skills and abilities.

Are there different degrees of phasing in service-learning?

Yes. There is a wide range of possibilities that students and teachers may explore in implementing a service-learning activity. An example of a simple activity is identifying an issue that is relevant to other students and then taking action on that issue by writing a report (learning content) and presenting the findings to a group (community) of students or others. More complex activities might involve the targeting of major issues, such as the use of alternative transportation, environmental conservation, or establishment of a cross-age tutoring program between the middle school and elementary school. (See Chart III, “Phasing-in Approach to Implementing Service-Learning”.)


How can we make sure that the “learning” part of service-learning happens?

The teacher must first identify the subject-matter standards that will be the content core of the service-learning. These standards are the basis on which the student designs his or her activity. The teacher must be very clear about what the student is expected to know and be able to do as a result of the service-learning activity.

How does a teacher find time to do the “extra” work necessary to design and implement service-learning experiences?

In the case of the less complex activities, the students should do any necessary additional work. The teacher identifies the content core and oversees the students’ progress. There may be a need to provide class time for students to do work or to provide access to a telephone or other means of communication. In many cases, adult volunteers (college students, retired people, parents, or volunteer center staff) can help students organize and implement their activities. Obtaining these volunteers can be a component of the student’s service-learning activity. The most structured approach is to hire a service-learning coordinator to work with the teacher(s) and perform the necessary organizational and logistical work in helping to organize and implement the service-learning activities. Funding for this staffing may come from state or federal categorical funding, the state’s General Fund, or private funds.

Organizations to Contact



The following people and organizations can be valuable resources as you design, implement, and evaluate your service-learning activities.

California Campus Compact

10920 Wilshire Blvd., Suite 1840

Los Angeles, CA 90024-6520

PH: (310) 794-8638; FAX: (310) 794-8643;

E-MAIL: ejj9sgb@mvs.oac.ucla.edu

Contact: Sherry Banks, Executive Director

California Campus Compact is a coalition of college and university presidents committed to increasing the number of service and service-learning programs on campuses of higher education across the state. Schools and community-based agencies can work with California Campus Compact to identify colleges and universities interested in school-community partnerships.

California Commission on Improving Life Through Service (CCILTS)

1121 L Street, Suite 600

Sacramento, CA 95828

PH: (916) 323-7646; FAX: (916) 323-3227

E-MAIL: caamericorp@aol.com; WWW: webcom.com/~iol/caamericorp

Contact: Linda Forsyth, Executive Director

Dianne Bolotte, Director of Training and Technical Assistance

The National and Community Service Trust Act of 1993 asks each state to create a commission to develop plans for national service, implement the Americorps Program, provide technical assistance, and develop state service policies.

California Department of Education (CDE) - CalServe Partnerships

Family and Community Partnerships Office

721 Capitol Mall, 3rd Floor

Sacramento, CA 94244-2720

PH: (916) 657-5442; FAX: (916) 657-4969;

WWW: [//goldmine.cde.ca.gov/](http://goldmine.cde.ca.gov/)

Contact: Mike Brugh, CalServe Coordinator,

E-MAIL: mbrugh@smpt.cde.ca.gov

Nelda Brown, CalServe Assistant Coordinator,

E-MAIL: nbrown@smpt.cde.ca.gov

The CDE established the CalServe Office to promote service-learning as a strategy for systemic educational restructuring and school reform.

CalServe provides training opportunities for individual schools and school-community partnerships to assist in the development and implementation of high-quality service-learning. CalServe staff and coaches are available to assist with specific issues, including implementing programs, becoming involved in community development, integrating service-learning into the curriculum, incorporating youth voice, and establishing school-community partnerships. Other services include state and regional service-learning conferences and workshops.

California Conservation Corps

1530 Capitol Avenue

Sacramento, CA 95814

PH: (916) 323-6595; FAX: (916) 323-4989

Contact: Al Aramburu, Director

Patrick Couch, Chief of Program Development and Information Systems

Throughout the state, the California Conservation Corps performs much-needed environmental and human services. It is an excellent resource for expertise in environmental service and service-learning efforts.

California Conservation Corps

Region 1	(707) 725-5106	Region 3	(916) 387-4399
Butte	(916) 873-0330	Camarillo	(805) 484-4345
Del Norte	(707) 482-2941	Central Coast	(805) 549-3561
Humboldt	(707) 725-5106	Sequoia	(209) 782-2912
Region 2	(707) 224-5584	Region 4	(213) 744-2051
Delta	(209) 948-7110	Inland Empire	(714) 862-3600
Placer	(916) 823-4900	Los Angeles	(213) 777-0755
Santa Clara	(408) 277-1150	Pomona	(909) 594-4206
Tahoe-Sierra	(916) 577-1061	San Diego	(619) 765-3289

Local Conservation Corps

East Bay Conservation Corps	(510) 891-3900
Los Angeles Conservation Corps	(213) 749-3601
San Francisco Conservation Corps	(415) 928-7322
San Jose Conservation Corps	(408) 283-7171
Sacramento Local Conservation Corps	(916) 386-8394
Marin Conservation Corps	(415) 454-4554
Conservation Corps of Long Beach	(213) 433-1790
San Diego Conservation Corps	(619) 235-0137
Community Services and Employment	(209) 732-4194
Fresno County Local Conservation Corps	(209) 263-1024
Orange County Conservation Corps	(714) 776-2677

National Service-Learning Clearinghouse

PH: (800) 808-SERV; E-MAIL: serv@maroon.tc.umn.edu

In California contact:

Lisa Friedman

Constitutional Rights Foundation

601 South Kingsley

Los Angeles, CA 90005

PH: (213) 487-5590; FAX: (213) 386-0459

Cathleen Micheaels

East Bay Conservation Corps

1021 Third Street

Oakland, CA 94607

PH: (510) 891-3900; FAX: (510) 272-9001

The clearinghouse offers ongoing technical assistance and training in service-learning, materials on key issues in service and service-learning, peer consultants, and information on service-learning programs and events around the country. The clearinghouse also maintains an on-line service through which technical assistance providers and program directors nationwide respond to questions.

Points of Light (POL) Foundation - Communities as Places of Learning

PH: (202) 223-9186; in California (714) 651-8032

In 1990 President Bush's theme of service led to the establishment of this nonpartisan, nonprofit organization. Among other activities, POL coordinates ambassadors working in communities across the country and the Communities as Places of Learning project that connects volunteer centers with school districts using service-learning in their school reform efforts.

Service Learning 2000 Center

50 Embarcadero Road

Palo Alto, CA 94305

PH: (415) 322-7271; FAX: (415) 328-8024; E-MAIL:

kp.don@forsythe.stanford.edu

Contact: Don Hill, Program Director

The Service Learning 2000 Center helps facilitate workshops for educators and community-based staff on all aspects of service-learning; consults with school-community partnerships on program design and implementation; publishes practical materials for use in the field; and disseminates research findings. The Service Learning 2000 Center is a professional development project of the Stanford Educational Collaborative at the Stanford School of Education. It offers a wide range of professional assistance to build and support quality service-learning.

Vocational Student Organizations

FBLA/DECA (Business and Marketing)

California Department of Education

721 Capitol Mall, 4th Floor

Sacramento, CA 95814

Contact: Bernie Norton; PH: (916) 657-2449

FFA (Agriculture)

California Department of Education

721 Capitol Mall, 4th Floor

Sacramento, CA 95814

Contact: Bob Heuval; PH: (916) 657-5358

FHA-HERO (Home Economics)

California Department of Education

721 Capitol Mall, 6th Floor

Sacramento, CA 95814

Contact: Janice De Benedetti, PH: (916) 657-5315

HOSA (Health Careers)

California Department of Education

721 Capitol Mall, 4th Floor

Sacramento, CA 95814

Contact: Cindy Beck; PH: (916) 657-3447

VICA (Industrial and Technology Education)

California Department of Education

721 Capitol Mall, 4th Floor

Sacramento, CA 95814

Contact: Dennis Turner; PH: (916) 657-2446

Volunteer Centers of California

While services vary from one volunteer center to another, the 43 centers in communities around the state can help schools and nonprofit organizations identify volunteer opportunities, recruit volunteers, develop volunteer recognition programs, develop school-community partnerships, and locate training and resource material. Locations and phone numbers include:

- | | |
|----------------------|----------------|
| 1. Auburn | (916) 885-7706 |
| 2. Bakersfield | (805) 327-9346 |
| 3. Cameron Park | (916) 676-8356 |
| 4. Chico | (916) 898-5817 |
| 5. Concord | (510) 472-5760 |
| 6. Davis | (916) 757-5626 |
| 7. Downey | (310) 861-1712 |
| 8. Eureka | (707) 442-3711 |
| 9. Fairfield | (707) 427-6699 |
| 10. Fresno | (209) 237-3101 |
| 11. Galt | (209) 745-2582 |
| 12. Grass Valley | (916) 272-5041 |
| 13. Huntington Beach | (714) 375-7755 |
| 14. La Mirada | (310) 943-0131 |
| 15. Los Angeles | (213) 484-2849 |
| 16. Modesto | (209) 524-1307 |
| 17. Monrovia | (818) 357-3797 |
| 18. Monterey | (408) 655-9234 |
| 19. Napa | (707) 252-6222 |
| 20. Oakland | (510) 893-6239 |
| 21. Panorama City | (818) 908-5066 |
| 22. Pasadena | (818) 792-6118 |
| 23. Pleasanton | (510) 462-3570 |
| 24. Pomona | (909) 623-1284 |
| 25. Riverside | (909) 686-4402 |
| 26. Sacramento | (916) 368-3110 |
| 27. San Andreas | (209) 736-0623 |
| 28. San Bernardino | (909) 884-2556 |
| 29. San Diego | (619) 492-2090 |
| 30. San Francisco | (415) 982-8999 |
| 31. San Jose | (408) 247-1126 |
| 32. San Mateo | (415) 342-0801 |
| 33. San Rafael | (415) 479-5660 |
| 34. Santa Ana | (714) 953-5757 |
| 35. Santa Cruz | (408) 423-0554 |
| 36. Santa Rosa | (707) 573-3399 |
| 37. S. Lake Tahoe | (916) 541-2611 |
| 38. Stockton | (209) 943-0870 |
| 39. Torrance | (310) 212-5009 |
| 40. Tulare | (209) 688-0539 |

- | | |
|-----------------|----------------|
| 41. Ukiah | (707) 462-8879 |
| 42. Victorville | (619) 245-8592 |
| 43. Visalia | (209) 738-3482 |

Youth Service California

754 Sir Francis Drake, #8
San Anselmo, CA 94960

PH: (415) 257-3500; FAX: (415) 257-5838; E-MAIL: www.yscal.org

Contact: Rachel Doherty-Smith, Executive Director

Founded in 1990, Youth Service California (YSCal) is a nonprofit, statewide collaboration of public and private organizations that promotes youth service and provides information and assistance to local programs. YSCal is the lead organizer of the annual statewide Service and Volunteerism Conference; has an affiliates program to keep local programs informed about regional, state, and national events and resources; coordinates a California database of programs, training, and consultants; publishes a statewide newsletter; and provides support to regional service networks (see listing of Regional Service Networks and Coordinators).

1996-97 California Regional Networks for Youth Service and National Service

Youth Service California, California Department of Education-CalServe, and the California Commission on Improving Life Through Service collaborate to support the California Regional Networks for Youth Service and National Service across the state. The mission of the networks states: "Building on the strength and the diversity of each community, the California Regional Networks for Youth Service and National Service will provide on-going support to each Regional Network; and provide leadership for schools and communities to engage key stakeholders as active partners in building the ethic of service." Its vision states that "All Californians can contribute to their community through Service-Learning or Community Service."

Regional Network coordinators convene at least quarterly to promote information exchange and programmatic connections in a given region. Networks involve diverse programs (such as K-12, higher education, community-based organizations, conservation and youth corps, volunteer centers, adult service groups, AmeriCorps programs), state and other related networks, and other institutions involved in youth service, including the private sector. The networks enable local programs to share resources, support one another and overcome isolation, and stay informed on state and national activities. Some networks organize regional staff development and conferences.

Central California

Students for Community Service,
CSU Fresno
5150 N. Maple Avenue
Fresno, CA 93740-0120
PH: (209) 278-7079;
FAX: (209) 278-6483
Contact: Chris Fiorentino

Volunteer Bureau of Fresno
County
1900 Mariposa Mall, Bldg. A,
Suite 114
Fresno, CA 93721
PH: (209) 237-3101;
FAX: (209) 237-6860
Contact: Kathy Waters

Central Coast Region

Student Community Services
Student Life-Cal Poly
San Luis Obispo, CA 93407
PH: (805) 756-5839;
FAX: (805) 756-5836
Contact: Sam Lutrin

Central San Joaquin Valley

Delano Joint Union High School
District
1747 Princeton Street
Delano, CA 93215
PH: (805) 725-4000, x259;
FAX: (805) 721-9390
Contact: Veronica Falcinella

Kern County Superintendent
of Schools
1300 17th Street-City Centre
Bakersfield, CA 93301
PH: (805) 636-4657;
FAX: (805) 636-4135
Contact: Janis VanDreal

Delta Sierra Region

United Way of Stanislaus County
113 Palm Avenue
Modesto, CA 95353
PH: (209) 524-1307;
FAX: (209) 523-4568
Contact: Barbara Borba

Volunteer Center of San Joaquin
265 W. Knowles Way
Stockton, CA 95204
PH: (209) 943-0870;
FAX: (209) 946-2793
Contact: Veray Wickham

East Bay Region

Alameda County Office
of Education
313 W. Winton
Hayward, CA 94544-1198
PH: (510) 670-4523/4233;
FAX: (510) 670-4578
Contact: Evan Goldberg and
Clarie Schooley

Volunteer Center of Alameda Co.
21455 Birch Street
Hayward, CA 94541
PH: (510) 538-0554;
FAX: (510) 538-9317
Contact: Rebecca Sperber

Greater Los Angeles Region

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
PH: (213) 487-5590;
FAX: (213) 386-0459
Contact: Kathleen Kirby

Inland Empire Region

Volunteer Center of Greater
Riverside
2060 University Avenue,
Suite 212
P.O. Box 5376
Riverside, CA 92517-5376
PH: (909) 686-4402;
FAX: (909) 686-7417
Contact: Ned Cooney

Volunteer Center of Inland
Empire, Inc.
1325 Auto Plaza Drive,
Suite 140B
San Bernardino, CA 92408
PH: (909) 884-2556;
FAX: (909) 381-8822
Contact: Kay Kelley

Mendocino Region

(Coordinator not yet identified)
Call Youth Service California
(p. 43)

North Coast Region

Volunteer Center of Redwoods
3300 Glenwood
Eureka, CA 95501
PH: (707) 442-3711;
FAX: (707) 445-1956
Contact: Alex Reid and Denise
Fletcher

Northeast Nine Counties

CCC-AmeriCorps-The
Watershed Project
P.O. Box 1100
Shasta, CA 96087
PH: (916) 359-2065;
FAX (916) 359-2603
Contact: Robert DePaul

Shasta Office of Education
1644 Magnolia
Redding, CA 96001-1599
PH: (916) 225-0253;
FAX: (916) 225-0299
Contact: Cricket Kidwell

Orange County Region

The Volunteer Center of
Greater Orange County
1901 East 4th St., Suite 100
Santa Ana, CA 92705
PH: (714) 953-5757, x122;
FAX: (714) 834-0585
Contact: Carol Lambert

Peninsula/South Bay Region

Volunteer Center of San Mateo
County
800 S. Claremont, Suite 100
San Mateo, CA 94402
PH: (415) 373-4634;
FAX: (415) 342-1399
Contact: Susie Gillis

**Volunteer Exchange of Santa
Clara County**

1922 The Alameda, Suite 211
San Jose, CA 95126
PH: (408) 247-1126;
FAX: (408) 247-5805
Contact: Katie Gough

Sacramento Region

Volunteer Center of Sacramento
and Yolo Counties
8912 Volunteer Lane, Suite 140
Sacramento, CA 95826
PH: (916) 368-3108;
FAX: (916) 368-3190
Contact: Carolyn Washington

San Diego Region

United Way of San Diego
Volunteer Center
4699 Murphy Canyon Road
San Diego, CA 92123
PH: (619) 636-4129;
FAX: (619) 492-2059
Contact: (not yet identified)

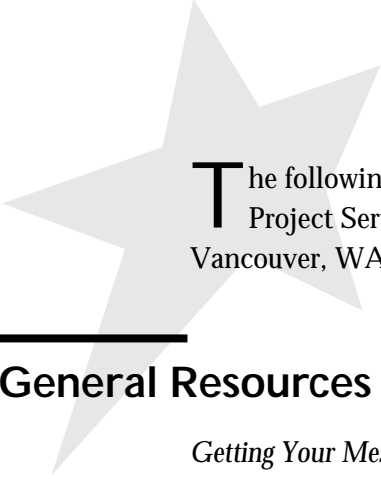
San Francisco Region

Volunteer Center of San Francisco
1160 Battery Street, #70
San Francisco, CA 94111
PH: (415) 982-8999;
FAX: (415) 399-9214
Contact: Mark Friedman

Sonoma Region

Volunteer Center of Sonoma
County
1041 Fourth St.
Santa Rosa, CA 95404
PH: (707) 573-3399;
FAX: (707) 573-3380
Contact: Nancy Vogl

Resources



The following is a list of recommended resources distributed by Project Service Leadership, 12703 N.W. 20th Avenue, Vancouver, WA 98685, (206) 576-5070 or 576-5069.

General Resources

Getting Your Message Out: A Guide to Public Relations for Non-profit Organizations. Marc Fitch and Patty Oertel. Center for Non-profit Management, 315 West 9th Street, #1100, Los Angeles, CA 90015. (213) 623-7080. \$10.00 plus \$4.00 for shipping and handling.

Growing Hope. James Kielsmeier and Rich Willits, eds. Broad view of the philosophy and practices of service learning. Helpful to teachers, administrators, and district coordinators responsible for developing policies and practices. National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113-1337. \$25.00.

It's Our World Too! Stories of Young People Who Are Making a Difference: Philip Hoose. Joy Street Books, Little Brown and Co., Boston. \$12.95.

Kid Stories: Biographies of 20 Young People You'd Like to Know. Jim DeLisle. Free Spirit Publishing, Inc., 400 First Avenue North, Suite 616, Minneapolis, MN 55401-1724. (612) 338-2068. \$9.95.

Kids with Courage: True Stories of Kids Who Are Making a Difference. Barbara A. Lewis. Free Spirit Publishing, Inc., 400 First Avenue North, Suite 616, Minneapolis, MN 55401-1724. (612) 338-2068. \$10.95.

Leadership That Matters. The Association of Washington School Principals and Kate McPherson. A guide for ASB and Service Club Officers and Advisors. Association of Washington School Principals, 1021 8th Avenue S.E., Olympia, WA 98501-1500. \$3.00.

Learning Through Service. Kate McPherson. This guide will help teachers and community advisors to more effectively facilitate discussions and reflective activities. Practical examples. Project Service Leadership, 12703 N.W. 20th Avenue, Vancouver, WA 98685. \$5.50 plus postage. Payable to the School Improvement Project.

The National Indian Youth Leadership Model: A Manual for Program Leaders. McClellan Hall. Specific guidelines for developing an effective youth leadership service program for Native Youth. A fascinating discussion of the traditional roots of service. National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113-1337.

No Kidding Around. This informative handbook outlines a step-by-step process that begins with information gathering and ends with social action and change. It includes a wealth of specific resource information. Activism 2000 Project, Information USA, Inc., P.O. Box E, Kensington, MD 20895. (301) 942-6303. \$18.95 plus \$4.00 for shipping and handling.

Principles of Good Practice. A special Wingspread report from the Johnson Foundation outlining the principles of a quality service-learning program. Provides examples of projects. The Johnson Foundation, Inc., 33 East Four Mile Road, Racine, WI 53401-0547. (414) 681-3344. No charge.

Reaching Out: School-Based Activities for Community Service. Ideas, tips, philosophy, and examples of effective service-learning activities. Discusses how to start a program and provides reproducible worksheets and training aids. National Crime Prevention Council, 1700 K Street N.W., Second Floor, Washington, DC 20006-3817. (202) 446-6272. \$14.95.

Schools and Communities: Creating Places of Learning. An examination of the role for service-learning, service-learning in action, and recommendations for creating a service-learning environment, including suggestions for national and state policymakers, state education agencies, school boards, school administrators, teachers, students, parents, businesses, and community members. Points of Light Foundation, Catalog Services, P.O. Box 79110,

Baltimore, MD 21279-0110. Phone (800) 272-8306. Fax (703) 803-9291. Order # 242/\$5.00 each.

SerVermont and the U.S.A. Cynthia Parsons. Packed with innovative service-learning ideas and creative ways to overcome traditional barriers. National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113-1337. \$6.00.

Youth Service: A Guidebook for Developing and Operating Effective Programs. Dan Conrad and Diane Hedin. Information on how to engage more youth in volunteer activities and how to strengthen programs that already exist. Outlines types of service and the benefits of each, ranging from independent volunteering to school-integrated service. Independent Section, 1828 L Street N.W., Washington, DC 20036. (202) 223-8100. \$12.50.

High School

Active Citizenship Today (ACT). Integrates community service and the study of public policy into the middle and high school social studies curricula. In the community, ACT students and teachers work collaboratively with community groups and agencies in developing and implementing their service projects. Curriculum materials in progress. Constitutional Right Foundation, Susan Philips, 601 South Kingsley Dr., Los Angeles, CA 90005, (213) 487-5590; Close-Up Foundation, Donna Power, co-director, 44 Canal Center Plaza, Alexandria, VA 22314, (703) 706-3300.

Changing Our World. A practical, step-by-step guide for young people who want to work for positive change. Zephyr Press, P.O. Box 113488-F, Tucson, AZ 85732-3448. (602) 322-5090. \$31.95.

Coordinator's Handbook. A practical guide for developing a service team. Although it is designed for community service coordinators who are working with the Thomas Jefferson Forum, it can be helpful to anyone interested in developing a community service program. The Thomas Jefferson Forum, Inc., 131 State Street, Suite 628, Boston, MA 02109. (617) 523-6699. \$13.00 includes postage and handling.

Effective Participation in Government: A Problem-Solving Manual. Course of study emphasizing informal participation in government and community affairs. Effective Participation in Government Program, Box 632, Fayetteville, NY 13066.

Enriching Learning Through Service. Kate McPherson. A summary of the research which supports service and specific examples of

how teachers have enriched their classroom learning through service. Kate McPherson, Project Service Leadership, 12703 N.W. 20th Avenue, Vancouver, WA 98685. (206) 576-5070. \$12.50 plus \$2.50 for handling.

Giraffe Project, Standing Tall, Grades 10–12. Activities which can be used by a classroom or club that teach the steps of powerful social action. It includes the stories of “Giraffes,” people who stick their necks out to help the community. Each kit comes with 10 copies of *The Giraffe Project, A Guide to Effective Community Service and Social Action*. To purchase the kit, please send \$95.00 to C.H.E.F., Attention: Order Processing, 22323 Pacific Highway South, Seattle, WA 98198. (800) 323-2433 or FAX (206) 824-3072.

High School Curriculum. Maryland Student Service Alliance. A course curriculum which includes units on aging, disabilities, homelessness, and environment. Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201. (410) 333-2427. \$20.00.

How to Establish a High School Service Learning Program. A crash course in how to start (or repair) a service-learning program in a school or district. This book offers a practical explanation of service-learning, which is widely recognized as the most effective form of student volunteerism. It will tell you what to consider before jumping on board and then how to design, implement, manage, and monitor the kind of program that fits your district and community. It provides a framework for considering the type of service-learning program you might design and explains how to deal effectively with the challenges that invariably surround this kind of program. Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314. (703) 549-9110/FAX (703) 549-3891. \$6.95, ASCD Stock Number: 1-94167.

Making a Difference. A student guide to planning a service project. Includes project definition, time management, telephone call techniques, etc. \$3.00 payable to the Washington Leadership Institute, 310 Campion Tower, Seattle University, Seattle, WA 98122. (206) 296-5630.

National Issues Forums. Several titles: *Remedies for Racial Inequality*; *The Trade Gap*; *People and Politics*; etc. Kendall/Hunt Publishing. For information, call (800) 258-5622. Direct ordering: (800) 338-5578. \$2.95 for each book.

150 Ways Teens Can Make a Difference. Mariam Salzman and Teresa Reisgies. Steps for taking action and a comprehensive list of organizations and action plans. Peterson's Guides, (800) 338-3282. \$7.95.

Project YES High School Curriculum. A three-semester service-learning curriculum for high school classes, focusing on the classroom, school, and community. Each section focuses on leadership. East Bay Conservation Corps, 1021 Third Street, Oakland, CA 94607. (510) 891-3900

Technical Assistance for High School Educators. Information, referrals, printed and audio materials available by telephone and mail to schools that are in the beginning stages of developing programs or at critical junctures in integrating service into the curriculum. One free packet of information available to high school educators on selected topics. Barb Baker, National Society for Experimental Education, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229. (919) 787-3263.

Teen Power! A down-to-earth guide for developing a teen volunteer program. Volunteer Centre of Metropolitan Toronto, 344 Bloor Street West #207, Toronto, Ontario, Canada M5S 3A7. (416) 961-6888. \$9.95 plus \$3.50 for postage and handling.

Middle School

Adventure of Adolescence. Catherine A. Rolzinski. Explores the experiences of seven middle school youth service programs. Make checks payable to Youth Service America, 1319 F Street N.W., Suite 900, Washington, DC 20004. \$14.00.

Changing the Odds. Anne Lewis. A look at five urban districts around the United States that accepted a challenge from the Clark Initiative. The Clark Initiative encouraged districts to develop an overall vision for middle grades reform by requiring follow-up plans at each stage of grant renewal. What resulted was a more informed knowledge base about urban school change that helped shape districts' long-range plans for middle schools. Order your free copy by calling The Edna McConnell Clark Foundation at (212) 551-9100.

Connections: Service Learning in the Middle Grades. A collection of case studies and brief descriptions of youth community service. Includes rationale for community service involving young adolescents, suggestions, and caveats from practitioners and young people based upon hands-on experience, recommenda-

tions for policy related to youth service, and a resource list. National Center for Service Learning in Early Adolescence, Center for Advanced Study in Education, Graduate School and University Center of the City University of New York, 25 West 43rd Street, Suite 612, New York, NY 10036-8099. (212) 642-2946. \$15.00.

Giraffe Project, Standing Tall, Grades 6–9. A multimedia kit of materials for developing reasoning, thinking, and decision-making skills; further empathy for other people's needs and feelings; demonstrate an awareness of community—local, national, and global; application of learned skills to a real-life situation; and other specific objectives. Send \$95.00 to C.H.E.F., Attention: Order Processing, 22323 Pacific Highway South, Seattle, WA 98198. (800) 323-2433 or FAX (206) 824-3072.

The Kids' Guide to Hunger. Tucson Unified School District Middle School Team. A 7th grade unit that integrates science, social studies, and community service. It models essential components of community service-learning projects: integrated curriculum; hands-on learning; outside resource people; field trips; and assessment. The overall themes of *The Kids' Guide to Hunger* are sources and distribution of food. The major teaching activities are listed under each lesson and reflect two- to nine-week units. 169 pages. To order, send your name, address, and \$20.00 (includes shipping and handling) to: Tucson Unified School District, Partner in Education Development, 1010 East 10th Street, Tucson, AZ 85719, or FAX (602) 882-2479. Make checks payable to Educational Enrichment Foundation.

Kid's Guide to Social Action. Barbara A. Lewis. Classroom activities on how to solve social problems and turn creative thinking into positive action. Free Spirit Publishing, Inc., 400 First Avenue North, Suite 616, Minneapolis, MN 55401-1724. (800) 735-7323. \$14.95 plus \$3.25 for handling.

Learning by Giving. A K–8 curriculum guide that includes a rich variety of examples and resource materials. Integrated and course-specific models are included. National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113-1337. \$45.00.

Middle School Curriculum. Service-learning framework for middle school students. Includes preparation, action, and reflection lesson plans for projects, resources, and skill-building activities.

Maryland Student Service Alliance, 200 West Baltimore Street, Baltimore, MD 21201. (410) 333-2427. \$20.00. (Updated version in progress.)

Our Only Earth: A Curriculum for Global Problem-Solving. An integrated curriculum that explores real-life issues, culminating in a summit at which students seek solutions to global problems and create action plans. Zephyr Press (800) 350-0851. \$19.95 each.

Skills for Adolescence. A comprehensive health and life skills curriculum which includes a strong community service component. Quest International, (800) 837-2801. Resources available only with training. Trainings are available in 40 states; one-day group rate (6-8 hours) is \$1,800. Materials available include (cost is an example for 31–1,000 students): Student book, *Changes and Challenges*, \$4.50 each; parent book, *The Surprising Years*, \$6.40 each; parent meetings guide, *Supporting Your Adolescents*, \$15.00 each; curriculum set (for trained individuals only), \$35.00 or free (call for more information). For more information on workshop options, call or write: Quest International, 537 Jones Road, P.O. Box 566, Granville, OH 43023-0566. (800) 446-2700 or FAX (614) 522-6580.

Teens, Crime, and the Community. National Institute for Citizen Education. West Publishing Co., student's text (M7B, \$13.50). Teacher's guide (M7C, \$18.00). Contact West Publications at (800) 328-9378.

VYTAL (Volunteer Youth Training and Leadership). A comprehensive collection of activities which enable students to see the value of service and develop specific service action plans. Manual available from the Greater Pittsburgh Campfire, PA 15212. \$25.00.

Elementary School

Elementary School Curriculum. Service-learning framework for elementary school students. Includes preparation, action, and reflection lesson plans for projects, resources, and skill-building activities. Maryland Student Service Alliance, 200 West Baltimore Street, Baltimore, MD 21201. (410) 333-2427. \$20.00.

Giraffe Project, Standing Tall, Grades K-5. Activities which can be used by a classroom or club which teach the steps of powerful social action. It includes the stories of "Giraffes," people who stick their necks out to help the community. Send \$95.00 to

C.H.E.F., Attention: Order Processing, 22323 Pacific Highway South, Seattle, WA 98198. (800) 323-2433 or FAX (206) 824-3072.

Skills for Growing. A comprehensive health and life skills curriculum which includes a strong community service component. Quest International, (800) 837-2801. Resources available only with training.

Whole Learning Through Service. Carol W. Kinsley. Practical unit plans which integrate mathematics, science, language arts, social studies, and creative arts with service themes. Themes include environment, generations, community, and homelessness. Community Service-Learning Center, 258 Washington Boulevard, Springfield, MA 01108. \$25.00 payable to the Springfield Public Schools.

Special Education

Special Education Curriculum. Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201. (410) 333-2427. \$12.50 payable to Maryland Student Service Alliance.

Peer Assistance

Becoming a Friendly Helper: A Handbook for Student Facilitators.

Robert D. Myrick and Robert P. Bowman. Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421.

Youth Helping Youth: A Handbook for Training Peer Facilitators.

Robert D. Myrick and Tom Erney. Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421.

Reflection

A How-to Guide to Reflection. Harry Silcox. Exploration of the new service-learning movement and the use of reflective teaching as a crucial component to blending experience with school curriculums. Brighton Press, Inc., 64 Lempa Road, Holland, PA 18966. \$12.00.

Journal Reflection: A Resource Guide for Community Service Leaders and Educators Engaged in Service-Learning. Suzanne Goldsmith. American Alliance for Rights and Responsibilities, 1146 19th Street N.W., Suite 250, Washington, DC 20036. (202) 785-7844. \$20.00 plus shipping and handling.

Reflection: The Key to Service Learning. An outline of the ways reflection may be used to transform a community-service project

into a quality-learning experience. Includes rationale, sample activities, and steps for integrating reflection into a service-learning program. National Center for Service Learning in Early Adolescence, Center for Advanced Study in Education, Graduate School and University Center of the City University of New York, 25 West 43rd Street, Suite 612, New York, NY 10036-8099. (212) 642-2946. \$15.00.

Reflective Teaching. Discusses the importance of a reflection component in service learning and provides suggestions for implementation. Pennsylvania Institute for Environmental and Community Service Learning, Pennsylvania State University (Ogontz Campus), Sutherland Building, 4th Floor, 1600 Woodland Road, Abingdon, PA 19001. \$10.00.

Other Resources

An Aristocracy for Everyone: The Politics of Education and the Future of America. A work on how we can effectively educate students to fulfill their roles in a democratic society. The author sets out nine governing principles of Rutgers model program and outlines fundamental civic issues and questions that should form the core of a citizenship education/community service program. Ballantine Books.

Caring Is the Key: Building a School-Based Intergenerational Service Program. Joseph Melcher. Includes rationale, case studies, implementation steps, training suggestions, maintenance and management guidelines, and evaluation techniques. PennSERVE: The Governor's Office of Citizen Service, 1304 Labor and Industry Building, Harrisburg, PA 17120. (717) 787-1971. No charge.

Combining Service and Learning: An Annotated Bibliography. Intended to guide newcomers toward and remind service-learning veterans of key literature in the field. The annotations are divided into six chapters: (1) What Is Service Learning?; (2) Learning from Service: Major Perspectives; (3) Volunteerism and National Service; (4) Research; (5) Implications for Practice; and (6) Resources/Organizations. National Society for Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229. (919) 787-3263. Volume 3 is \$17.25 (includes shipping and handling).

Developing Caring Children. Kate McPherson. Ideas for parents on ways they can model service, develop family-service projects,

and encourage and support community and school-based service-learning programs. Project Service Leadership, 12703 N.W. 20th Avenue, Vancouver, WA 98685. \$5.50 plus \$2.50 for postage and handling. Payable to the School Improvement Project.

Facts and Faith. National survey of school, college, full- and part-time youth service programs. National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113-1337. \$5.00.

Valued Youth Partnership: Programs in Caring. Presents successes and essential components. Coca-Cola Valued Youth Program, Intercultural Development Research Association (IDRA), 5835 Callaghan, Suite 350, San Antonio, TX 78228-1190. (512) 684-8180.

Videos

Citizen Stories: Democracy and Responsibility in American Life. A video that focuses on five individuals of varying ages and backgrounds who opted for action over apathy. The accompanying guide includes activities to lead students to ponder the meaning and varied aspects of social responsibility. Close-Up Foundation, 44 Canal Center Plaza, Alexandria, VA 22314. (800) 765-3131. \$60.00 plus \$6.00 for shipping and handling.

The Courage to Care, The Strength to Serve. Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201. (410) 333-2427. \$12.50 payable to Maryland Student Service Alliance.

Hearts and Minds Engaged: Teaching Law-Related Education Through Service Learning. Accompanying *Community Service-Learning Guide to Law-Related Education* available from West Educational Publishing Co. Video is available through Institute for Citizen Education in the Law, U.P.S. School of Law. (206) 591-2215.

Route to Reform. Distributed through the National Youth Leadership Council, 1910 W. County Road B, St. Paul, MN 55113. (612) 631-3672.

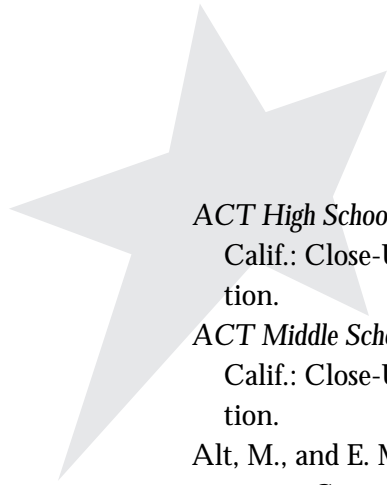
Transforming Education. Video and guidebook available through Linking San Francisco, 625 Douglass Street #24, San Francisco, CA 94114. (415) 920-5020.

Databases

K-12 Clearinghouse. Data on Program Information, Calendar of Events, Library Materials/Multi-Media Resources, Organizations, and Speakers/Consultants. National Service-Learning Clearinghouse, R290 VoTech, 1954 Buford Avenue, St. Paul, MN 55108. Internet e-mail address: serve@maroon.tc.umn.edu or call (800) 808-SERVE.

Service-Learning Program Descriptions. An abstract of background data on each program, including name, address, contact person, grade, age, and ethnic makeup of participants. Also included is an in-depth program description with administrative considerations such as budget, leader/youth ratios, service activities, goals, training, and reflection. Contact Felicia George, Clearinghouse Coordinator, National Center for Service Learning in Early Adolescence, Center for Advanced Study in Education, Graduate School and University Center of the City University of New York, 25 West 43rd Street, Suite 612, New York, NY 10036-8099. (212) 642-2306.

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